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ABSTRACT

Designed for integration into existing school curriculum, this is the fifth in a series of five career education curriculum kits for teachers of grades K-3. Each kit pertains to one of five specified career education program goals. The goal for this curriculum kit is, "Students will develop physical and mental skills related to occupational goals." For this goal, three course goals are listed accompanied by suggested performance indicators. Twelve appropriate classroom activities are detailed and the following information is included for each one: activity goal; grade level; skills required to perform the activity; number of students for which the activity was designed; time needed to do the activity; materials needed; and procedures. Also included is a cross index by goals and activities and a six-page implementation handbook. (These five kits are part of a series of ten career education kits; the other five kits cover the same five career education goals for grades 4-8.) (JH)

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ED154121

CAREER AWARENESS/ EXPLORATION CURRICULUM KIT

Grades K-3

Edited by

Dan Grimes

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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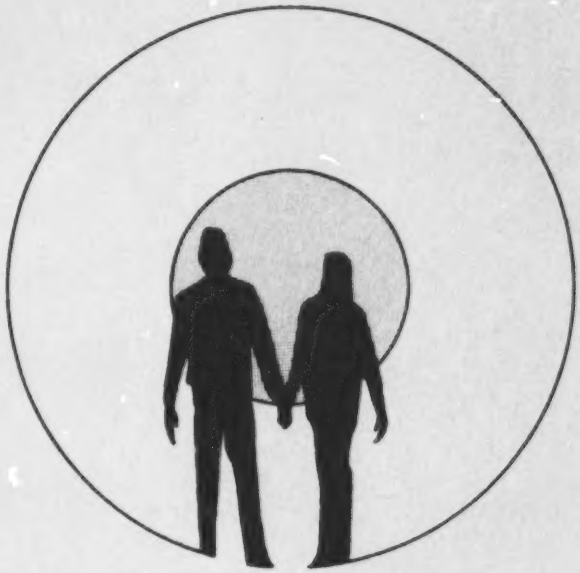
CE 014 953

Marion County Intermediate Education District, Salem, Oregon

CAREER AWARENESS/ EXPLORATION CURRICULUM KIT

GRADES K-3



SPECIALIZATION
PREPARATION
EXPLORATION
AWARENESS

IT'S THE PUPIL OF THE EYE THROUGH WHICH WE SEE

OE 04 953

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QUOTES FROM TEACHERS WHO FOUND THE CURRICULUM MATERIALS VERY USEFUL:

We were very impressed! We found it a valuable addition to our regular curriculum.

Career Committee, Primary, Glendale

The best part of the program to me seems to be the ease with which the activities can be used and incorporated.

Laura Miller, Lincoln Elem., Grade 1, Ashland

Excellent activity! Given at the beginning of the day, helped stimulate the students to choose to do their best that day.

Joene Courtney, Aumsville Elem., Grade 3, Aumsville

Fun activity for kids, interesting to observe their reactions and relate them to the various learning styles. This is an activity I would use again--could be used many times with different objectives.

Barbara Miller, Gaffney Lane, Grade 1, Oregon City

The kit was excellent. I enjoyed doing activities with the children, and they enjoyed doing mobiles, silhouettes, etc. I recommend it for all districts to introduce career awareness.

Miss Mosely, Glendale Elem., Grade 2 Glendale

This activity is important to my class as we live in a rural area and they are not familiar with some of the jobs and professions women are now entering.

Carolyn Poetsch, Petersburg Elem., Grade 2 Petersburg

Parents were especially pleased with this activity. We now send a new chart home every week. Rather than agreeing on five things everyone was to do, each child or parent listed the jobs they presently do. Children were very proud of their charts.

B. J. Finch, Gaffney Lane, Grade K, Oregon City

WELCOME TO THE K-3 CAREER AWARENESS EXPLORATION CURRICULUM KIT! You have before you five notebooks of classroom activities that cover the program goals of Career Education developed by the Oregon Department of Education.

These activities were field-tested by seventy-five selected teachers involving approximately 1900 students throughout the state of Oregon during 1976-77 school year. The activities are designed for integration into the existing school curriculum. While some activities are ongoing and unit oriented, most activities can be accomplished in a normal class period.

Field-testing demonstrated the effectiveness of the activities. Children and teachers responded with loads of excitement and enthusiasm!!

The Career Education Kit will definitely enhance the learning in any classroom.

CAREER AWARENESS – EXPLORATION
CURRICULUM KIT

MEMO

TO: Administrators and Curriculum Coordinators
FROM: The Writing Team

RE: Staff In-service

If this material is to be distributed to teachers without a formal in-service, take a half hour and discuss the following information with your teachers:

WHAT IS IT?

The kit contains a selection of K-3 activities that have been screened and field-tested by classroom teachers. The material covers five (5) program goals. Each book contains activities for one program goal.

WHY SHOULD YOU USE IT?

By implementing this program a district will begin to help students meet minimum graduation requirements. An awareness of career opportunities for students will be developed through the implementation of this program. The activities are designed, developed and based on learning behaviors, such as decision-making, communication skills, inquiry, etc. Experience from the field-test sites has shown that EXCITEMENT, INTEREST, ENTHUSIASM, and ENJOYMENT occur when these activities are used in the classroom.

HOW LONG SHOULD YOU USE IT?

The program is an ongoing experience. The activities should be integrated into the basic curriculum. The program is flexible. Program goals and activities do not need to be done in sequence. The writers strongly recommend that activities from each program goal be used. Most of the activities range from one half hour to one hour of class time. The creative teacher will be able to adapt the activities to their style of teaching and unique situation.

WHAT WILL THE BENEFIT BE TO STUDENTS?

In a years time students will have been exposed to a variety of activities that will allow them to utilize their training in math, reading, spelling, art, science, etc. Through this approach students are being provided an opportunity to apply skills learned in school to life situations.

CAREER AWARENESS – EXPLORATION
CURRICULUM KIT

WHERE DO I GET HELP IF I NEED IT?

Contact your regional career education coordinator, your district career education director, one of the writers of the program, or Dan Grimes, Specialist, Career Awareness, Oregon Department of Education, 942 Lancaster Drive, NE, Salem, Oregon 97310.

I am interested in information regarding:

_____ 1 hour informational in-service

_____ 3 hour overview of the materials

_____ 10 hour (1 college credit) in-service

_____ 20 hour (2 credits) class

_____ 30 hour (3 credits) class

NAME _____ ADDRESS _____

SCHOOL_____ _____

MAIL TO: Dan Grimes
Specialist, Career Awareness
Oregon Department of Education
942 Lancaster Drive, NE
Salem, Oregon 97310

TABLE OF CONTENTS

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Section I .....Index
(Goals and activity matrix)

Section II .....Classroom Activities

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Program Goal 2
Program Goal 3
Program Goal 4
Program Goal 5

Section III .....Implementation Handbook

(Users guide)

Section IV .....Acknowledgements

CAREER AWARENESS CURRICULUM

KIT

INDEX

(GRADES K-3)

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Nancy Combs.....Project Writer

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Steve Sandstrom.....Artist

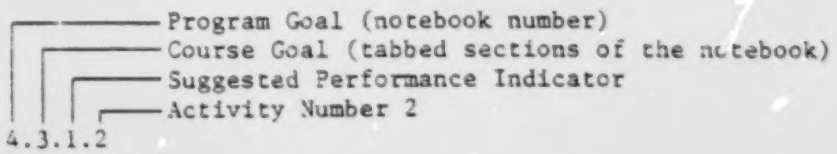
Christy Bailey.....Artist

USING THE INDEX

Each of the following color coded pages represents one notebook. Each colored page lists the program goal, course goals, and performance indicators for its corresponding notebook. Also included on each color-coded page is an activity/skills cross-referenced index.

The teacher can review the goals and performance indicators for appropriateness to class needs. The program goal provides broad information about the activities contained within the notebook. Course goals offer more specific information about the activities contained within the tabbed sections of the notebook. Performance indicators provide specific student objectives.

The numbers are used to locate activities within the kit.



This index is intended to be an aid to planning. For example, if the teacher wished to identify decision-making activities, he/she would scan the decision-making column of each index page to identify the name and location of all decision-making activities. Further information about the activities can be gained from the goals and performance indicators listed on each index page.

Program Goal 1. STUDENTS WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The student will:	The Student:
1.1 Understand the roles of family members.	1.1.1 Given an opportunity for discussion, will identify the roles of their family members.
	1.1.2 Given an opportunity to discuss, will identify the relationship of family members to the world of work.
1.2 Recognize that some work requires individual effort and other work requires group participation.	1.2.1 Given a classroom task, will complete an individual project.
	1.2.2 Given a classroom task, will complete a group project.
1.3 Be able to identify attitudes of others within the world of work.	1.3.1 Given the opportunity for a discussion, will begin to identify a definition of attitudes.
	1.3.2 Given an opportunity to observe workers, will identify the attitudes exhibited.
1.4 Be able to recognize why most members in a community seek work.	1.4.1 Given the opportunity to ask questions, will be able to state why people seek work.
	1.4.2 Given the opportunity to interview workers, will describe why people work.

Program Goal 1

Students will identify and develop attitudes about the world of work.

CAREER AWARENESS CURRICULUM KIT (Grades K-3)
CROSS REFERENCE SKILLS CHECKLIST

ACTIVITY NUMBER	TITLE OF ACTIVITY	Grade Level	*Communication	Math	Art	Predicting	Analyzing	Identifying	Observing	Classifying	Measuring	Experimenting	Estimating	Creating	Constructing	Telling	Map	Graphics
1.1.1.1	Family Pictures	K-1	X		X					X								
1.1.1.2	Silhouette Silhouette	2-3	X		X					X								
1.1.2.1	Life Role Bones	K-1	X					X		X								
1.1.2.2	Photo Essays	2-3								X								
1.2.1.1	Telephone Tasks	K-1	X															
1.2.1.2	Space Travel	2-3			X									X				
1.2.2.1	Needle Necklaces	K-1										X		X				
1.2.2.2	Mass Produced Truck	2-3												X				
1.3.1.1	Behavior Choices	K-1	X							X								
1.3.1.2	Y-H-U	2-3	X							X								
1.3.2.1	Worker Attitudes	K-1	X				X											
1.3.2.2	Why Attitudes?	2-3						X	X	X								
1.4.1.1	Community Workers	K-1	X														X	
1.4.1.2	Why People Work	2-3				X											Y	
1.4.2.1	Why Do I Work?	K-1	X														X	

*Communication (Reading, Writing, Speaking, Listening, Discussion and/or Interviewing)

Program Goal 2. STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE WORLD OF WORK.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student will:	The Student:
2.1 Develop an understanding of the interrelationship of the producer life role to family, citizen, consumer, individual, and learner.	2.1.1 Given the opportunity to identify parent occupation(s), will describe where parent(s) work.
	2.1.2 Given the opportunity to describe, will identify how work effects the six life roles.
2.2 Identify various tasks the student performs within the family.	2.2.1 Given the opportunity to demonstrate, will show the tasks he/she performs at home.
	2.2.2 Given a task to do at home, will identify his/her responsibilities within the family.
2.3 Begin to identify workers in the community.	2.3.1 Given time to research community works, will be able to identify occupations.
	2.3.2 Given the opportunity to discuss, will assist in planning an "on-site" visitation of workers.
2.4 Understand the need for a monetary system.	2.4.1 Given the opportunity to learn the monetary system, will be able to participate as a producer and a consumer.
	2.4.2 Given the opportunity to identify the use of money in the family, will describe the effects of the monetary system.

Program Goal 2

Students will acquire knowledge about the world of work.

CAREER AWARENESS CURRICULUM KIT (Grades K-3)
CROSS REFERENCE SKILLS CHECKLIST

ACTIVITY NUMBER	TITLE OF ACTIVITY	Grade Level	*Communication	Math	Art	Interpreting	Analyzing	Identifying	Observing	Classifying	Decision Making	Experimenting	Expressing Opinion	Creative Thinking	Construction	Tolling	Map	Inquiry
2.1.1.1	Involve Me - I Understand	K-1	X												X			X
2.1.1.2	Map Skills	2-3	X		X											X		X
2.1.2.1	Mom Mobile & Pop Mobile	K-3	X		X													X
2.1.2.2	Six Life Roles and a Mini-Community	3	X							X		X						
2.2.1.1	Home Tasks	K-1				X						X						
2.2.1.2	My Jobs At Home	2-3	X															
2.2.2.1	Inquiry Ask the Task	K-3	X															X
2.2.2.2	Mix 'em and Match 'em	2-3	X															
2.3.1.1	Community Workers	K-1	X										X					
2.3.1.2	Community Map	2-3	X		X									X				
2.3.2.1	Any Field Trip	K-3			X					X		X						
2.3.2.2	Our School Workers	2-3								X		X						
2.4.1.1	Let's Play "Money"	K-1		X														
2.4.1.2	Popcorns-a-poppin	2-3		X								X						
2.4.2.1	Barter vs. Money ?	3	X	X						X								
2.4.2.2	"Family" Budget	3	X	X						X		X						

*Communication (Reading, Writing, Speaking, Listening, Discussion and/or Interviewing)

Program Goal 3. STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student will:	The Student:
3.1 Recognize his/her relationship to family and school.	3.1.1 Given an opportunity to examine him/her self as a responsible family and school member, will by discussion, realize how he/she fits into society.
	3.1.2 Given an opportunity to illustrate, will compare his/her role in the family and at school.
3.2 Describe how an individuals' uniqueness applies to the family, citizen, individual, producer, learner, and consumer life roles.	3.2.1 Given an opportunity to participate in a role playing situation, will be able to identify three roles unique to the family situation.
	3.2.2 Given an opportunity to participate in an art activity, will create a display of the life roles.
3.3 Understand the relationships within the physical environment.	3.3.1 Given an opportunity to observe, will understand the outcome of pollution.
	3.3.2 Given the opportunity, will identify at least three persons who are responsibile for the care of the physical environment.
3.4 Be able to recognize acceptable behaviors in the home, school, and community.	3.4.1 Given the opportunity to examine social and work behaviors, will be able to classify them as being helpful or not helpful.
	3.4.2 Given the opportunity, will be able to identify sex-stereotyped roles.

Program Goal 3

CAREER AWARENESS CURRICULUM KIT (Grades K-3)
CROSS REFERENCE SKILLS CHECKLIST

Students will identify their individuality and continue to develop a relationship with occupational roles.

ACTIVITY NUMBER	TITLE OF ACTIVITY	Grade Level	*Communication	Math	Art	Inferring	Analyzing	Identifying	Observing	Classifying	Decision Making	Experimenting	Generalizing	Creative Writing	Construction	Telling Time	Map	Logically
3.1.1.1	Flannel Board Comparison Home - School	K						X		X								
3.1.1.2	Individual Silhouette	2-3			X					X								
3.1.2.1	Booklet "ME" - AT HOME AT SCHOOL	K			X					X								
3.1.2.2	Family - School Comparison	2-3			X					X								
3.2.1.1	Role Playing Family Members	K-2	X											X				
3.2.1.2	Role Playing Life Roles	3	X											X				
3.2.2.1	Family Collage	K			X					X								
3.2.2.2	Life Role Collage	2-3			X					X								
3.3.1.1	Water Pollution	K-3							X		X							
3.3.1.2	Every Litter Bit Helps!	K-3							X	X								
3.3.2.1	Physical Environment Collage	K-1								X								
3.3.2.2	Physical Environment Occupations	2-3						X										X
3.4.1.1	Acting Out Behaviors	K-3	X							X	X			X				X
3.4.1.2	Behaviors in Work and Play	2-3								X								X
3.4.2.1	Mom is a Doctor and Dad is a Nurse	K-3	X		X						X							

*Communication (Reading, Writing, Speaking, Listening, Discussion and/or Interviewing)

Program Goal 4 STUDENTS WILL DEVELOP SKILLS IN DECISION-MAKING, COMMUNICATING, AND CREATING, AS RELATED TO THE WORLD OF WORK.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student will be able to:	The Student:
4.1 Identify basic methods of communication.	4.1.1 Given a classroom task, will be able to complete the task using basic methods of communication.
	4.1.2 Given an opportunity for discussion, will be able to recognize how communication skills influence individuals' work.
4.2 Identify skills used in interpersonal relationships.	4.2.1 Given an opportunity to participate in a class activity, will be able to identify responsible behaviors.
	4.2.2 Given an opportunity to observe a worker, will be able to identify behavior traits that influence interpersonal relations.
4.3 Identify examples of decision-making in the career development process.	4.3.1 Given an opportunity to observe, will be able to identify decisions made by individual students, groups of students and others.
	4.3.2 Given an opportunity to participate in activities, will solve problems using group decision making strategies.
4.4 Develop an awareness of the creativity in many occupations.	4.4.1 Given an opportunity to analyze a task, will be able to identify different ways the task can be completed.
	4.4.2 Given an opportunity to observe workers, will be able to identify opportunities for creativity within occupations.

Program Goal 4 CAREER AWARENESS CURRICULUM KIT (Grades K-3)
CROSS REFERENCE SKILLS CHECKLIST

Students will develop skills in decision-making, communicating, and creating, as re related to the world of work.

ACTIVITY NUMBER	TITLE OF ACTIVITY	Grade Level	*Communication	Math	Art	Identifying Feelings	Analyzing	Identifying	Observing	Classifying	Decision Making	Experimenting	Problem Solving	Creative	Construction	Talking	Map	Inquiry
4.1.1.1	Did You Hear Me?	K-1	X	X		X	X	X										
4.1.1.2	Transfer of Thought	2-3	X			X	X	X										
4.1.2.1	Sending, Receiving and Interpreting	K-1	X			X	X		X									
4.1.2.2	Worker Messages	2-3	X			X			X									
4.2.1.1	Kid Power	K-3	X							X	X							
4.2.1.2	Is There An Alternative	2-3	X										X					
4.2.2.1	Paper Plate Traits	K-1	X		X			X	X	X			X					
4.2.2.2	People Traits Field Trip	1-3	X			X			X	X								
4.3.1.1	Observing Decision	K-3	X						X									
4.3.1.2	D.M.	2-3	X	X					X		X							
4.3.2.1	Building Blocks	K-3	X			X	X		X			X				X		
4.3.2.2	Allocation of Resources	2-3	X			X	X			X								
4.4.1.1	Pens	2-3	X									X						
4.4.1.2	Building Your Own Thing	1			X					X				X				
4.4.2.1	Creative Occupations	2-3	X														X	
4.4.2.2	Creativity: To Be Or Not To Be	2-3	X					X	X									

*Communication (Reading, Writing, Speaking, Listening, Discussion and/or Interviewing)

Program Goal 5. STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS RELATED TO OCCUPATIONAL ROLES.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student will:	The Student:
5.1 Be aware that the world of work requires certain physical movements or skills.	5.1.1 Given the opportunity for discussion, will acquire knowledge about physical movements in the world of work.
	5.1.2 Given the opportunity to observe, will identify physical skills learned in school and used in occupational roles.
5.2 Be able to understand tools as an extension of the body.	5.2.1 Given an opportunity to use tools, will complete a task.
	5.2.2 Given an opportunity, will identify tools used in selected occupations.
5.3 Identify the relationship between classwork, physical and mental activity, and career choice.	5.3.1 Given a basic knowledge of physical and verbal skills, will be able to demonstrate the skills found in a job role.
	5.3.2 Given the opportunity to select a career area, will be able to demonstrate the relationship of the physical and mental skills learned in school to those within a career area.

Program Goal 5

Students will develop physical and mental skills related to occupational roles.

CAREER AWARENESS CURRICULUM KIT (Grades K-3)
CROSS REFERENCE SKILLS CHECKLIST

ACTIVITY NUMBER	TITLE OF ACTIVITY	Grade Level	*Communication	Math	Art	Interpreting	Analyzing	Identifying	Observing	Classifying	Testing Making	Experimenting	Synthesizing	Creative Thinking	Construction	Telling Time	Map	Locate
5.1.1.1	I Moved	K-1												X				
5.1.1.2	Who Moved?	2-3						X			X			X				
5.1.2.1	Mastery	K-1			X										X			
5.1.2.2	School and Jobs	2-3		X					X	X								
5.2.1.1	Tool Relay	2-3	X															
5.2.1.2	Tool Talk	K-1	X					X										X
5.2.2.1	Tool Bingo	K-1			X			X										
5.2.2.2	Tools and Time	2-3	X	X					X	X								X
5.3.1.1	V.S.P.S.	K-3								X	X			X				
5.3.1.2	Telling Traits	2-3	X											X				
5.3.2.1	Charles and Orville and a Dog Named Bruce	K-1	X								X							
5.3.2.2	Are They Alike?	2-3					X			X								

*Communication (Reading, Writing, Speaking, Listening, Discussion and/or Interviewing)

5.1 World of work requires physical movements and skills

Program Goal 5 STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS RELATED TO OCCUPATIONAL ROLES.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student:	The Student:
5.1 Will be aware that the world of work requires certain physical movements and skills.	5.1.1 Given the opportunity for discussion, will acquire knowledge about physical movements in the world of work.
	5.1.2 Given the opportunity to observe, will identify physical skills learned in school and used in occupational roles.

Program Goal 5

STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS RELATED TO OCCUPATIONAL ROLES.

Course Goal 5.1

The student will be aware that the world of work requires certain physical movements and skills.

Suggested Performance Indicator 5.1.1

Given the opportunity for discussion, the student will acquire knowledge about physical movements in the world of work.

Description of Activities:

1. I Moved (K-1)
The students participate in a P.E. class activity identifying physical movements or skills they are able to do and relate them to physical movements or skills needed in various occupations.

2. Who Moved? (2-3)
The students are actively involved in constructing a bulletin board of demonstrated physical movements and skills, observing and listing physical skills of school workers and role play tools, occupations, products, etc... individually and in small groups in a free movement style.

P. I. No. 5.1.1

Title: I MOVED

Activity 1

Suggested Instructional Goal:

Having identified basic physical movements and skills, the student will be able to participate in a class activity demonstrating how physical movement or skill is used in an occupation.

Grade Level:	Skills:	Time:
K-1	Physical skills, role playing	20 minutes per day for several days

Number of Students:	Materials:
Total Class	P.E. equipment

Procedures:

1. The students verbally identify physical skills or movements they are able to do. (Sitting, running, throwing, etc.)

2. The students demonstrate those physical skills or movements.

3. In a P.E. class, the teacher will teach 3 new physical movements or skills to the class, preferably those not mentioned. (Pushing, pulling, walking on a balance beam, reaching, etc.)

4. Each student is given the opportunity to choose one physical movement or skill, either known or recently learned, and demonstrate how that movement or skill is used in an occupation (through role playing, pantomime, etc.)

5. The class should identify other physical movements or skills that could be learned in their P.E. class. The teacher may continue the above process as long as there is student interest.

Source: Loretta Ness, John Davies, and John Young

K-3-3

P.I. No. 5.1.1

Title: WHO MOVED?

Activity 2

Suggested Instructional Goal:

Having constructed a bulletin board of demonstrated physical movements and skills the student will be able to participate in a small group activity matching identified movements and skills to school workers.

Grade Level:

2-3

Skills:

Decision making, physical movements, role playing, identifying

Time:

60 minutes

Number of Students:

Total Class

Materials:

Magazines, art materials

Procedures:

1. In a P.E. class, the teacher will instruct students in a free movement activity.
   Example:

   -Move around the room like some sort of tool (or occupation, product, worker, machine, etc.) (Airplane, coffee pot, etc.)

   -Join with one other student and the two of you move around the room like some sort of tool (occupation, product, etc.)

   -Form groups of 6 and decide how the 6 of you can move like a tool, a machine, an occupation, etc.

2. Groups can demonstrate their movement for the total class. Other students can try to guess what is being demonstrated.

3. In the classroom, each group of 6 lists physical movements or skills that could be used in the world of work or occupations.

4. The students, in their groups of 6, cut out pictures of occupations to match identified physical movements or skill. Groups construct bulletin boards.

5. After all bulletin boards are up, student observes school workers and lists all the physical movements, from their bulletin board, that the worker uses.

Source: John Young, John Davies, and Loretta Ness

K-3-4

Program Goal 5

STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS RELATED TO OCCUPATIONAL ROLES.

Course Goal 5.1

The Student will become aware that the world of work requires certain physical movements and skills.

Suggested Performance Indicator 5.1.2

Given the opportunity to observe, the student will identify physical skills learned in school and used in occupational roles.

Description of Activities

1. Mastery (K-1)
   An activity that has students construct a picture book that illustrates and compares physical movements and skills the student masters to occupations that require the same skills

2. School and Jobs (2-3)
   The students observe a school worker and record information on a graph identifying predominant physical movements and skills used by a school worker.

P. I. No. 5.1.2

Title: MASTERY

Activity 1

Suggested Instructional Goal:

Having completed a picture check list of physical skills and movements learned, the student will be able to construct a picture book illustrating occupations that utilize those skills and movements.

Grade Level:

K-1

Skills:

Physical movement skills, drawing - constructing

Time:

Ongoing throughout the year

Number of Students:

Total Class

Materials:

Physical skills check list
Various art materials

Procedures:

1. The teacher will identify the physical skills and movements that will be learned or practiced during the school year.
2. The teacher will construct a picture checklist of the movement and skills. (See sample.) The check list is hung on the wall and visible all year.
3. As each individual student masters a skill, his/her name is checked off the check list for that skill.
4. Provide students with the stick figure illustration of the skill mastered and allow students to cut out pictures of occupations that require the skill. Students should then paste pictures on back of stick figure illustrations.
5. The student may want to record the completion of their picture book on the mastery check list.

Source: Loretta Ness, John Davies, and John Young

P. I. No. 5.2.2

Title: TOOLS AND TIME

Activity 2

Procedures Continued:

SAMPLE STUDENT DATA COLLECTING SHEET

School Worker Custodian

Tools	Number of Minutes Tool Used Per Day
Pencil/pen	20 minutes
Broom/mop	2 hours
Hammer	20 minutes
Nails	20 minutes
Typewriter	None
Screwdriver	30 minutes
Stapler, brads paper clips, tape	
Scissors	
Copy machine	
Stove	
Spoon, knife, fork	
Etc.	

P. I. No. 5.1.2

Title: MASTERY

Activity 1

Procedures Continued:

SAMPLE SKILL MASTERY CHECK LIST

Skill	Pam	Luigi	Loretta	Suzi	John	Mark	Levi	Rosa	Bart	Kim	Nancy
Running											
Sitting											
Throwing											
Catching											
Stretching											
Etc.											

Additional Skills:

Skipping
Walking
Balancing
Hopping on one foot
Jumping
Bouncing on two feet
Tossing under hand
Bouncing a ball
Rolling a ball
Galloping
Reaching
Stretching
Swimming
Climbing

P. I. No. 5.1.2

Title: SCHOOL AND JOBS

Activity 2

Suggested Instructional Goal:

Having observed physical movements and skills used by a school worker, the student will be able to construct a graph identifying predominant physical movements and skills used by school workers during observation time.

Grade Level:

2-3

Skills:

Observing, classifying, charting, tallying

Time:

30-60 minutes per student over several days

Number of Students:

Individuals

Materials:

Graph paper

Procedures:

1. Each student identifies a school worker to observe. The teacher will arrange for the observations.

2. Each student discusses and then identifies 4 physical movements or skills that may be performed in that job before observation.

3. Each student constructs an observation matrix to use during the observation. (See sample).

4. Each student observes a school worker for ten minutes and records the number of movements in each category by marking a tally every time the worker changes physical movements or skills. The student may need to practice using the matrix in the classroom, observing a student or a teacher, before actually observing the worker.

5. The student will identify the predominant physical movement or skill used in the occupation observed by using information from the Matrix.

6. Expansions of the activity:

   -averaging of the tallies
   -classifying various movements in some way (Arm movements, leg movements, hand, etc.)
   -compare and contrast the type and number of movements or skills utilized by various jobs observed
   -graphing of movements
   -repeat total activity in the community by observing various workers within specific buildings, businesses, locations, etc.

Source: John Young, Loretta Ness, and John Davies

P. I. No. 5.1.2

Title: SCHOOL AND JOBS

Activity 2

Procedures Continued:

SAMPLE MATRIX

Job: Secretary
Observation time: 10 minutes

Movements/Skills	1 min.	2 mins.	3 mins.	4 mins.	5 mins.	6 mins.	7 mins.	8 mins.	9 mins.	10 mins.
Lifting							X			
Sitting	X	X							X	
Walking						X		X		
Typing			X		X					
Other				X						X

The student should be provided a timer that will be set for the length of observation. Tallies are made each time the worker changes skills or demonstrates a different movement. The student should tally in a progression that will demonstrate the change from one skill or movement to another. See above for sample tally. 1/4" graph paper maybe appropriate to use. Students should practice the skill of tallying within the classroom before observing a worker.

Program Goal 5. STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS RELATED TO OCCUPATIONAL ROLES.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student:	The Student:
5.2 Will be able to understand tools as an extension of the body.	5.2.1 Given an opportunity to use tools, will complete a task. 5.2.2 Given an opportunity, will identify tools used in selected occupations.

Program Goal 5

STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS RELATED TO OCCUPATIONAL ROLES.

Course Goal 5.2

The student will be able to understand tools as an extension of the body.

Suggested Performance Indicators 5.2.1

Given the opportunity to use tools, the student will complete a task.

Description of Activities

1. Tool Relay (2-3)
This activity has the students bring a variety of tools to school and then create and display a skill related to each tool.

2. Tool Talk (K-1)
The student identifies family members' occupations and is able to demonstrate the use of a tool associated with a family member's occupation.

P. I. No. 5.2.1

Title: TOOL RELAY

Activity 1

Suggested Instructional Goal:

Given an opportunity to identify and demonstrate the use of a variety of tools ,the student will be able to create and display a skill relating to a chosen tool.

Grade Level:	Skills:	Time:
2-3	Naming, matching, spelling, reading	30 minutes

Number of Students:	Materials:
Total Class	See attached sheet, "Material and Tool List".

Procedures:

ACTIVITY:

Day 1: Allow students to list on the chalk board, for ten minutes, all of the tools they can think of; have one student compile the list. Be prepared to bring 15 of the tools to use in Day 2.

Day 2: Divide the class into five groups. Place fifteen of the students' desks at one end of the room with one of the tools at each desk. On each desk have the name of the tool, the tool, and a picture of the tool.

At the large table the students will be lined up into their five groups. Have all the names of the tools that the class has thought up before this exercise. Place them in scattered fashion on the table. Included within these will be the ones that are on the desks.

Day 3: Repeat the exercise again using different tools and different names. It is important that students be allowed to choose the groups they wish to get in. You may decide to substitute different tools and different words, remembering to keep the basic words of all the tools you have at the large desk for the students to choose from.

Day 4: The purpose of this session is to have students write the name of the tool; this time do not provide the name card at the large desk. The students will go down and pick up the tool and come back and write the name of it and hold up the tool and say the name.

Example: Hold up the tool and say the name "hammer" and will show you the correct written form. If it is incorrect, they must go back to that table where they got the hammer from and look at how the word is spelled and come back and spell it again.

P. I. No. 5.2.1

Title: TOOL RELAY

Activity 1

Procedures Continued:

On the front of the desk there should be a picture of the object so that the object gets back to its original placement.

NOTE: This activity should be repeated at least three to five times before moving to day 5.

Day 5: The students once again get into groups of five. They find the tool, tell you the name of it, spell it verbally and explain its use.

Day 6: Same process again, only this time they will pick up the tool and bring it to you, hold up the tool and identify it. The student will find the media or the necessary items that will demonstrate the use of the tools, and demonstrate the use of the tool to the teacher. You may wish to have some demonstration of the use of the various tools before this activity. The activity should be repeated at least three times before moving on to Day 7.

Day 7: Each student will select a tool from the 15 available allowing for duplication. Each student will write a short creative story about that tool.

Day 8: Develop a bulletin board of the tools and related stories.

Suggestion: After studying the basic tools identified by the students, bring in tools related to one occupation.

Example: Restaurant implements. Repeat the experiences as in the order above and have a chef or cook come out to demonstrate the use of the tools or implements.

Comment: Part of the process is having a choice. One should be aware that process is error prone and one has to have faith, trust, creativity, and a willingness to allow for mistakes. If you, the teacher, experience failure, hang in there. Be creative and modify the group or procedure in order that the activity may be tried again. Children have greater patience than adults.

Source: John Davies

P. I. No. 5.2.1

Title: TOOL RELAY

Activity 1

Procedures Continued:

MATERIAL AND TOOL LIST

Hammer
Saw
Hacksaw
Screwdriver
Crescent wrench
Pipe wrench
Pencil
Square
Ruler
Tape measure
Pictures of each of the tools (Students may cut pictures from catalogs)
Large 5" x 8" cards with the names of the tools printed on them
Nails
Wrench
Pipe fittings
Bolts
Screws
Pieces of scrap wood
Pieces of scrap iron
Two sets of cards with the names of tools on them
One large table
Fifteen individual student desks
Vise

P.I. No. 5.2.1

Title: TOOL TALK

Activity 2

Suggested Instructional Goal:

Having participated in a class discussion identifying family member's occupations, the student will be able to demonstrate the use of a tool associated with a family member's occupation.

Grade Level:

K-1

Skills:

Identifying, describing, demonstrating, questioning

Time:

30-40 minutes

Number of Students:

Total Class

Materials:

Various tools brought from home

Procedures:

1. The teacher will conduct a classroom discussion on occupations that are held by family members. Example: Father - Waiter, Mother - Accountant, Brother - Newpaper Carrier, Sister - Cannery Worker, etc.

2. Students are asked to bring a tool that is used in one of their family member's occupation.

3. Each student shows the tool and demonstrates how it is used in the occupation.

4. After each child has had the opportunity to show and demonstrate a tool, the class could play 20 questions using the following procedure:

   -All tools brought by students are displayed on a table.

   -The student tells the teacher the tool being used. The class does not know which tool it is.

   -The class asks questions that can be answered by yes or no about the tool. Examples: Does it tighten? Does it mark? Is it used to repair? Is it used to build? Is it used to fasten things together?

   -After at least 10 questions have been asked by the group a student may choose to pick up a tool and ask "Is it a ...(name of tool choosen)?" If the student is not correct, the questioning may continue or another student may attempt to identify the tool. Once a student has attempted to identify the tool, they may only ask questions until a new game begins.

   -When possible, the student who correctly identifies the correct tool should be given an opportunity to demonstrate the use of the tool.

Source: John Davies, Loretta Ness, and John Young
K-3-15

Program Goal 5

STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS RELATED TO OCCUPATIONAL ROLES.

Course Goal 5.2

The student will be able to understand tools as an extension of the body.

Suggested Performance Indicator 5.2.2

Given an opportunity, the student will identify tools used in selected occupations.

Description of Activities:

1. Tool Bingo (K-1)
This activity has the students match tools with workers by playing a version of Blackout Bingo.

2. Tools and Time (2-3)
The students interview school workers and graph the amount of time per day they use various tools.

P. I. No. 5.2.2

Title: TOOL BINGO

Activity 1

Suggested Instructional Goal:

After having participated in a Tool Bingo game, the student will be able to match 9 occupations with their related tool.

Grade Level:
K-1

Skills:
Cutting, pasting, and matching

Time:
1 30-minute period

Number of Students:
Total Class

Materials:
Occupation cards (to be cut apart by students)
Tool sheet ("Bingo" sheet)

Procedures:

1. The teacher discusses with class, tools and occupations that go together, e.g. Secretary - Typewriter and Fireman - Hose.
2. The student cuts the occupation cards sheet into 9 individual squares and places them on their desk. (See attached hand-out.)
3. The teacher distributes 1 tool sheet to each child (see attached handout).
4. The teacher explains Bingo rules to the class.
5. The teacher now calls out the name of an occupation taken from the occupation card.
6. The student finds a tool card that matches the occupation the teacher called out, places the occupation card on top of the appropriate tool space.
7. Proceed until three tools in a row are covered. The first child to complete the activity calls out "Tool-O!"
8. The teacher may desire to have the children develop their own Bingo tool sheet.

Source: Nancy Combs and Louis Cava

P. I. No. 5.2.2.1

Title: TOOL BINGO

Activity 1

Procedures Continued: STUDENT NOTE: Cut these apart and put them on the correct tool when I call out one of the occupations.

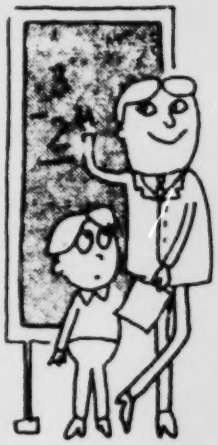
OCCUPATION CARD

FARMER

CARPENTER

LIBRARIAN

BALL PLAYER



TEACHER

MOTHER

COOK

FIREFIGHTER

SECRETARY

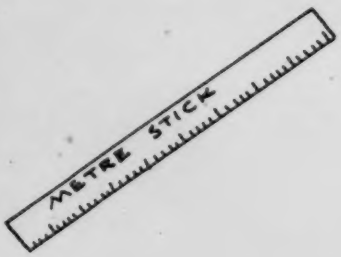
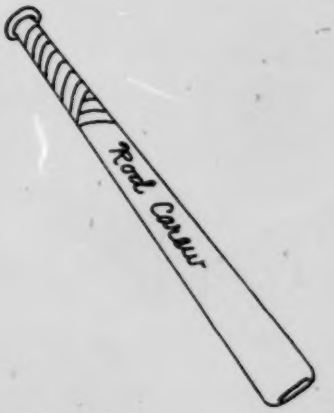
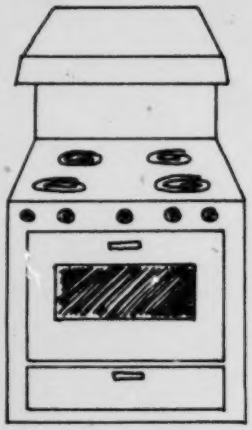
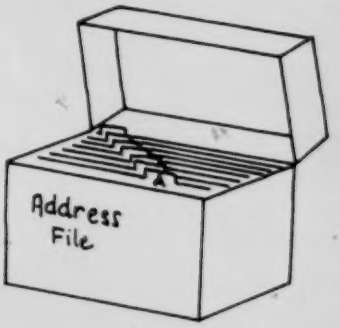
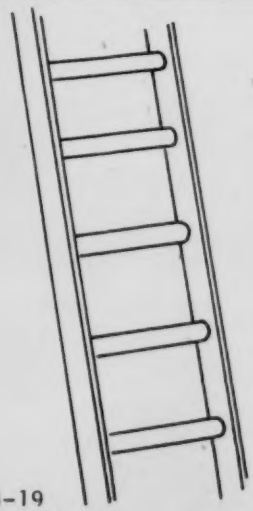
K-3-18

P. I. No. 5.2.2

Title: TOOL BINGO

Activity 1

Procedures Continued: TOOL CARD

K-3-19

P. I. No. 5.2.2

Title: TOOL BINGO

Activity 1

Procedures Continued:

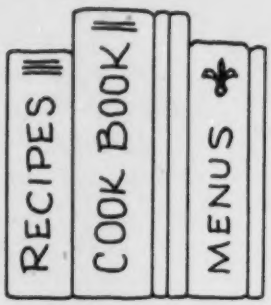
TOOL CARD

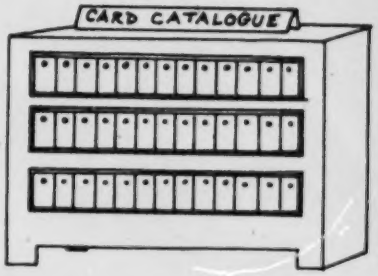
P. I. No. 5.2.2

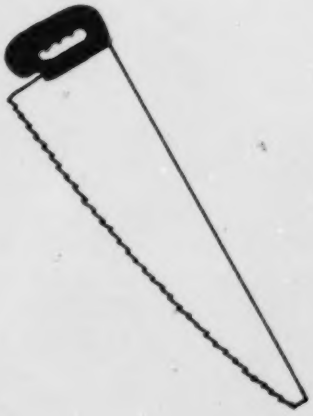
Title: TOOL BINGO

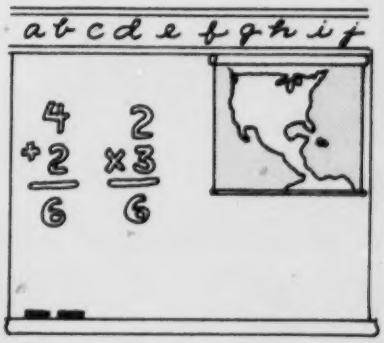
Activity 1

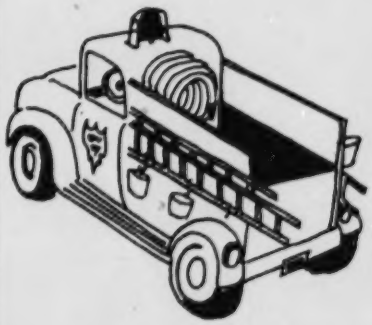
Procedures Continued: TOOL CARD











P.I. No. 5.2.2

Title: TOOLS AND TIME

Activity 2

Suggested Instructional Goal:

Having identified workers and tools within the school, the student will be able to interview school workers and graph the approximate number of minutes per day that the worker used various tools.

Grade Level:
2-3

Skills:
Observing, interviewing, data collecting, graphing

Time:
2-3 hours over several days

Number of Students:
Total Class in small groups

Materials:
Graph paper, butcher paper

Procedures:

1. In small groups, the student will survey the total school, identifying tools used by school workers.
2. The teacher lists each survey groups' tools on the board. Similar tools may be combined into one category. (See sample matrix.)
3. The students will identify all school workers. The teacher will list these on the board.
4. The teacher will construct a large matrix to be hung on the wall. (See sample.)
5. The teacher will construct data collecting sheets for small group use. (See sample.)
6. In small groups, the students will interview a school worker to determine the approximate number of minutes per day the worker spends in use of the various tools listed. (See sample.)
7. The teacher records the gathered data on the matrix. The class discusses the matrix.
8. Each small group constructs a wall graph of their findings, based upon the data gathered during their interview. (See sample graph.)
9. All graphs are displayed and discussed.

Source: Loretta Ness, John Young, and John Davies

P. I. No. 5.2.2

Title: TOOLS AND TIME

Activity 2

Procedures Continued:

SAMPLE MATRIX

SCHOOL WORKERS AND TOOLS

Approximate number of minutes per day spent in use of listed tools

Tools	Workers: Secretary	Custodian	Principal	Nurse	Etc.	
Phone						
Office fasting tools paperclip, stapler, brads						
Dishwasher						
Overhead projector						
Paint brush						
Etc.						

P. I. No. 5.2.2

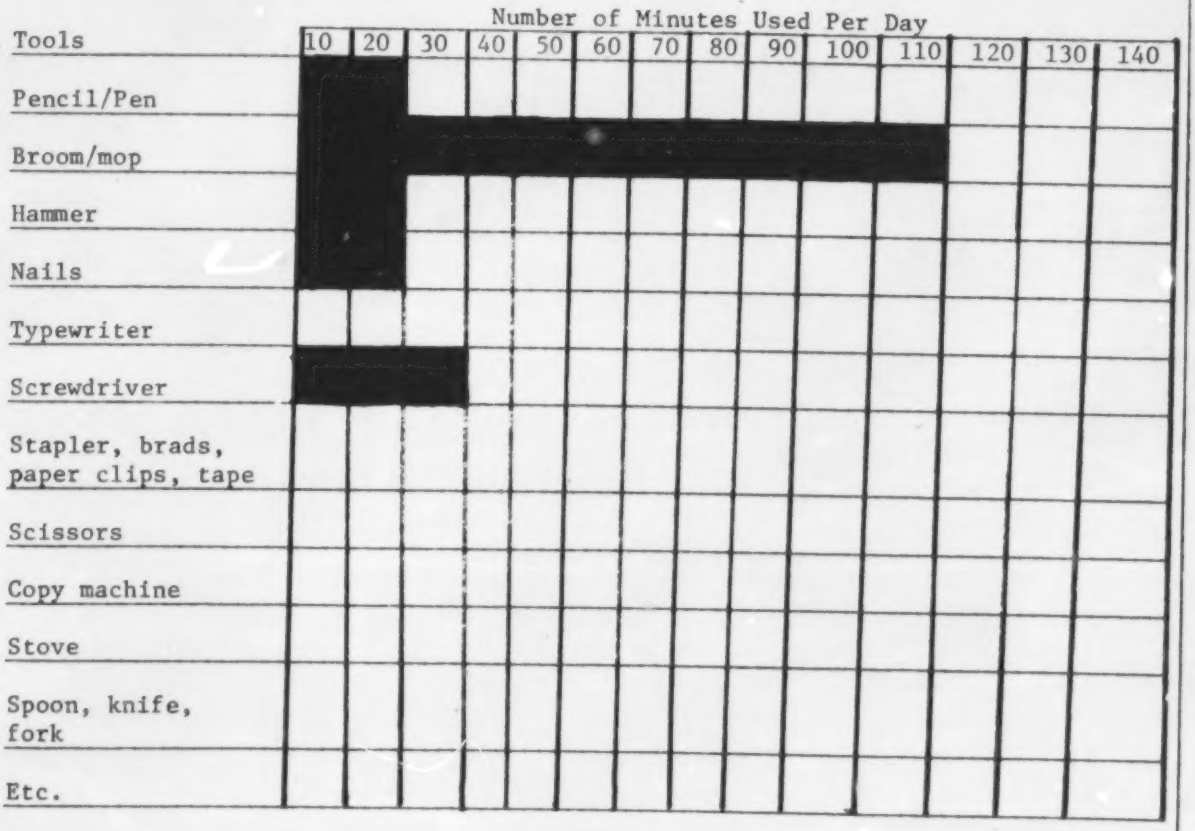
Title: TOOLS AND TIME

Activity 2

Procedures Continued:

SAMPLE STUDENT GRAPH

School Worker Custodian



P. I. No. 5.2.2

Title: TOOLS AND TIME

Activity 2

Procedures Continued:

SAMPLE STUDENT DATA COLLECTING SHEET

School Worker Custodian

Tools	Number of Minutes Tool Used Per Day
Pencil/pen	20 minutes
Broom/mop	2 hours
Hammer	20 minutes
Nails	20 minutes
Typewriter	None
Screwdriver	30 minutes
Stapler, brads paper clips, tape	
Scissors	
Copy machine	
Stove	
Spoon, knife, fork	
Etc.	

5.3 Relationship among classwork, physical and mental activity.

Program Goal 5. STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS RELATED TO OCCUPATIONAL ROLES.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student:	The Student:
5.3 Identify the relationship between classwork, physical and mental activity, and career choice.	5.3.1 Given a basic knowledge of physical and verbal skills, will be able to demonstrate the skills found in a job role.
	5.3.2 Given the opportunity to select a career area, will be able to demonstrate the relationship of the physical and mental skills learned in school to those within a career area.

Program Goal 5

STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS RELATED TO OCCUPATIONAL ROLES.

Course Goal 5.3

The student will identify the relationship between classwork, physical and mental activity, and career choice.

Suggested Performance Indicator 5.3.1

Given a basic knowledge of physical and mental skills, the student will be able to demonstrate the skills found in a job role.

Description of Activities

1. V.S.P.S.(K-3)
The activity provides students opportunity to express themselves through mime to depict physical and mental skills associated with workers.

2. Telling Traits (2-3)
Students will identify worker traits and by use of consensus develop a classroom list. There is opportunity for students to develop skits or plays within the activity.

P.I. No. 5.3.1

Title: V.S.P.S.

Activity 1

Suggested Instructional Goal:

Given an opportunity to mime physical and verbal skills associated with specific workers in an occupation, the student will be able to participate in a class discussion identifying other workers associated with the mimed physical and verbal skills.

Grade Level:	Skills:	Time:
K-3	Role playing, classifying, decision making	30-60 minutes

Number of Students:	Materials:
Total Class or small group	20 pictures of workers

Procedures:

1. The teacher will provide for the class approximately 20 pictures of workers in occupations depicting physical and verbal activities associated with those occupations.
2. The class will get into groups of three.
3. Each group will select a picture and prepare to mime, act out, or role play the verbal or physical activity depicted in the picture.
4. The other groups will identify the activities (mimed, and acted out, etc.) and match it to the worker.
5. The class will identify other workers in occupations associated with the physical or verbal skills depicted.

NOTE TO THE TEACHER: Occupation cards from Peabody Language Kit or DUSO Kit are also available.

Source: Loretta Ness

P.I. No. 5.3.1

Title: TELLING TRAITS

Activity 2

Suggested Instructional Goal:

Having identified student worker traits and completed a worker trait chart, the student will be able to participate in a small group skit depicting a worker trait in relation to a job within an occupation.

Grade Level:	Skills:	Time:
2-3	Communicating, acting	90 minutes

Number of Students:	Materials:
Total Class	Worker trait chart (See sample)

Procedures:

1. The teacher will provide the students with a chart showing Worker Traits. (See sample)
2. The class will discuss the worker traits listed and add any that they feel are appropriate.
3. The class then divides itself into groups of 5. Each group appoints a convener and recorder.
4. Each individual group completes the remaining parts of the chart in relationship to students.
5. By consensus the class completes the chart based upon input from small groups of five.
6. Each small group chooses one of the worker traits and develops a skit or play depicting a job within an occupation that would demonstrate the trait.

Source: John Davies and Loretta Ness

K-3-29

P. I. No. 5.3.1

Title: TELLING TRAITS

Activity 2

Procedures Continued:

SAMPLE CHART

Worker Traits	Applies to Students	When?	Why?
Gets along with others	Yes	Lunchroom P.E. Recess	
Follows through on responsibility			
Can read and follow written directions			
Can understand directions given verbally			
Can help others without hurting their feelings			
Honest			
Understand feelings and attitude of others			
Works with enthusiasm when completing a task			
Can work well alone			
Considers alternatives before making decision			

Program Goal 5

STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS RELATED TO OCCUPATIONAL ROLES.

Course Goal 5.3

The student will identify and understand the relationship among classwork, physical and mental activity, and career choice.

Suggested Performance Indicator 5.3.2

Given the opportunity to select a career area, the student will be able to demonstrate the relationship of the physical and mental skills learned in school to those within a career area.

Description of Activities:

1. Charles and Orville and a Dog Named Bruce (K-1)
An activity in which students plan, advertise, and conduct a pet show and identify the school-acquired skills involved in the activity. The students match the skills to occupations.

2. Are They Alike? (2-3)
Small groups interview workers, complete an analysis worksheet, and the total class identifies skills learned in school, matching them to skills found in the occupations of workers studied.

P. I. No. 5.3.2

Title: CHARLES AND ORVILLE AND A DOG NAMED BRUCE

Activity 1

Suggested Instructional Goal:

Given the opportunity to help plan, advertise, and conduct a pet show, the student will be able to identify the school-acquired skills used in planning, advertising and conducting the pet show and identify at least 5 occupations that make use of each listed skill.

Grade Level:

K-1

Skills:

Reading, speaking, writing, planning, and decision making

Time:

2-3 hours

Number of Students:

Total Class

Materials:

Various art materials, tape recorder, paper, pets

Procedures:

1. The class will plan a pet show and ways to advertise the event. (Visual displays, tape recording, intercom, etc.)
2. The class will complete the advertising plan and conduct their pet show.
3. The class will discuss the school-acquired skills used for planning, advertising and conducting their pet show. Place the list on an experience chart. (Drawing, writing, discussing, speaking, planning, reading, etc.)
4. The class will identify and discuss at least five occupations that make use of each of the listed skills.

Source: Loretta Ness

P.I. No. 5.3.2

Title: ARE THEY ALIKE?

Activity 2

Suggested Instructional Goal:

Having completed and presented an analysis of a chosen occupation, the student will be able to participate in a classroom discussion to classify, compare, and apply information gained from the research.

Grade Level:

2-3

Skills:

Research, application, inferring and comparison

Time:

One week

Number of Students:

Total Class

Materials:

Work sheet
List of occupations or career areas
List of skills learned

Procedures:

1. The teacher will provide a list of occupations that are found within walking distance of the school.
2. Each student selects an occupation or career area from the given list.
3. Groups are formed from the chosen occupations.
4. Each goup completes an analysis worksheet. Students will rely on their present knowledge of occupations. (See attached worksheet.)
5. On site observations should be encouraged and supported.
6. Each group completes an analysis worksheet. Students will rely on their displayed.
7. Students will classify studied occupations in relation to the analysis worksheet.
8. Students will identify skills learned in school this year and compare them to skills found in the occupations.

Source: John Davies, Loretta Ness, and John Young

P. I. No. 5.3.2

Title: ARE THEY ALIKE?

Activity 2

Procedures Continued:

OCCUPATIONAL ANALYSIS
WORKSHEET

Working Conditions

_____	Inside	_____	Outside
_____	Noisy	_____	Quiet
_____	Clean	_____	Dirty
_____	Relaxed	_____	Busy
_____	Hot	_____	Cold

Kind of Job

_____	Working with data	_____	People	_____	Things
_____	Repetition	_____	Variety		
_____	Self directed	_____	Other directed		
_____	Work by self	_____	Work in a group		
_____	Produce goods	_____	Produces Services		
_____	Make decisions	_____	Carry out set tasks		

Job Requirements

Level of Education Needed _____

Specific Training _____

Physical Demands _____

Rules of Place of Work _____

Temperament Needed _____

K-3-34

CAREER AWARENESS CURRICULUM

KIT

IMPLEMENTATION HANDBOOK

(GRADES K-3)

Daniel B. Grimes.....Project Director/Writer

John Young.....Coordinator/Writer

Loretta Ness.....Project Writer

Louis Cava.....Project Writer

John Davies.....Project Writer

Nancy Combs.....Project Writer

Inge Infante.....Artist

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CAREER EDUCATION IN OREGON

FOREWARD

CAREER EDUCATION THE OREGON WAY

--is for all students.

--enriches the total curriculum.

--helps students identify the relationship between in- and out-of-school experiences.

--helps students develop the competencies needed to function in the producer life role.

--happens most effectively if basic career concepts are used throughout the entire school curriculum.

--is the result of school and community cooperation in providing learning experiences for students.

--is based on student needs.

--provides students with identified skills that will enable them to function in their life roles.

Career education is an integral part of the total educational program. Career education focuses on the producer role and supports other life roles. This is done by providing career awareness, exploration, preparation, specialization and programs for students.

CAREER AWARENESS is learning about careers and the changing world of work. Students begin to recognize the relationship of the producer life role to the life roles of family, citizen, individual, learner, and consumer. Through exposure to career awareness activities, students will:

Identify and develop attitudes about the world of work.

Acquire knowledge about the world of work.

Identify their individuality and continue to develop a relationship with occupational roles.

Develop skills in decision-making, communicating, and creating, as related to the world of work.

Develop physical and mental skills related to occupational roles.

OVERVIEW

Many school districts throughout the state of Oregon have expressed the need for goal-based Career Awareness materials that can be incorporated into the teachers' present instructional program. The K-3 Career Awareness Curriculum Kit is designed to meet that need.

The kit is based on five program goals. Each goal can be mastered by the use of course goals, performance indicators, instructional goals, and classroom activities.

The curriculum materials were developed by a team of six writers from throughout the state during the summer of 1976.

Field testing of the materials was begun in October, 1976 and concluded June 1, 1977.

The materials contained in each notebook are designed to be used by classroom teachers in grades K-3. The activities are adaptable to suit most classes and meet the needs of individual students. Suggested grade levels, size or grouping, subjects, times, etc., are listed on each activity as an aid to planning. The activities can serve as a catalyst for teachers to expand and develop their own activities and ideas.

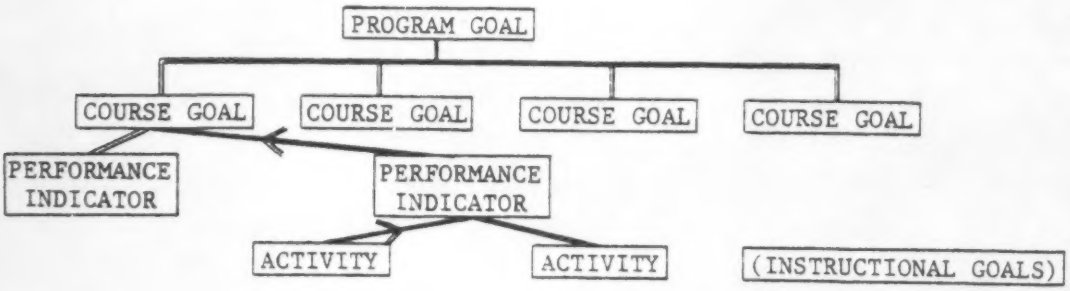
Many activities contain handouts that can be duplicated for student use. These, too, can be altered or expanded to meet particular needs.

The suggested activities provide an opportunity for students to be actively involved in communicating, decision-making, or manipulating and using a variety of materials with others.

Even though these activities are designed to be used by teachers with a minimum of outside assistance, it is strongly recommended that all teachers be in-serviced prior to using the materials. In-service can be arranged by contacting Dan Grimes, Career Awareness Specialist, Oregon Department of Education, 942 Lancaster Drive N.E., Salem, Oregon 97310; phone 378-3597.

UNDERSTANDING A GOAL-BASED CURRICULUM

The following diagram will help to explain the organization of a goal-based curriculum.



-One activity meets one course goal.

-One activity from each course goal would meet a program goal.

PROGRAM GOALS are curricular goals which are generally considered to be similar to the overall objectives for a curriculum area. The goals are the minimum expectations for a curriculum area.

COURSE GOALS are goals established within a curricular area to cover a specific subject matter. The Career Education course goals can be considered to be the basic competencies or outcomes required for Career development.

THE PERFORMANCE INDICATORS are measurable and are to be met by the student in the completion of a given activity. The performance indicator is written to indicate to the teacher the expected level of outcome from the materials presented in the classroom situation. The Instructional Goal is the actual activity in which the student participates in order to accomplish the expected level indicated by the performance indicator

or the teacher.

The entire system is a hierarchy by which a teacher can identify and implement classroom activities. The instructional goals are written so that one can assess the effectiveness of the activities and the knowledge gained by students.

A teacher may select a single activity and by completing this activity the teacher and the student will be able to meet the expectations of a performance indicator and course goal. It will be necessary for the teacher to present at least one activity from each course goal in order to meet the minimum expectations of the program goal.

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The curriculum materials were developed by selected educators from various school districts within the State in conjunction with the Oregon Department of Education. The members of the writing team were:

Louis Cava	Parkrose School District
John Davies	Junction City School District
Dan Grimes	Department of Education
Loretta Ness	Salem School District
John Young	Springfield School District
Nancy Combs	Oregon City School District

Edited by Dan Grimes
Illustrations and Graphics were prepared by Inge Infante, Christy Bailey, Steve Sandstrom, and the writing team.

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PILOT TESTING

Several elementary schools were included in the field testing of the Curriculum Kits, involving approximately 2250 students in Grades K-3. The participating teachers were:

Clackamas County

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Jackson County

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